

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**1123 ENGLISH LANGUAGE**

**1123/21**

Paper 2 (Comprehension), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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**Question 1 from paragraph 1**

'universal'

Operating throughout the world  
OR throughout the world

[1]

Give 0 if excess is offered. Accept the use of the correct answer in a longer phrase or a sentence provided that it is underlined or otherwise highlighted.

**Question 2 from paragraph 2**

(a) 'necessary information'

He refers to this idea as naïve / innocent // people are innocent / naïve/ gullible.  
Lift of lines 4–5 (A naïve view....information') = 0. Candidates must distil the answer.  
'simple' = 0, as it is contained in the question.

[1]

(b) 'Café owner'

To persuade us / people / customers to buy // to bring about / make a sale/ money // tell / persuade people they will get a lot to eat / get good value // to get / increase customers.

Lift of line 8 ('suggest we will get a lot to eat') = 1. Excess denies, i.e. run-on into 'and the phrase'.

Lift of lines 8–9 ('assure us of good value') = 1. Excess denies, i.e. inclusion of 'and the phrase'.

[1]

(c) 'dangerous place'

This is an OWN WORDS question. Accept any two of three. Do not insist on synonym for 'advertisers' but some 'place' sensible link must be made. Double underline use of key words or their derivatives, but otherwise ignore. Do not insist on correct grammatical form. Label answers A, B or C as appropriate to maximum of 2 marks.

A. POTENT      powerful / influential / mighty / forceful

[1]

strong / capable / commanding / persuasive / convincing = 0

B. RUTHLESS      cruel / uncaring / unscrupulous / pitiless / unsparing / heartless / merciless / callous / hard-hearted / stop at nothing

[1]

bad / wicked / hard / harsh / cunning / malicious / brutal / fierce = 0

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**Question 3 from paragraph 3**

'surprising that advertising methods'

Reward ideas of either size or diversity.

The world is large / huge / extensive // there are many / different cultures / types of people (in the world). [1]

Any reference to 'methods range from obvious to subtle' or to 'names and details vary from place to place' = 0 (W)

**Question 4 from paragraph 4**

'higher volume'

This is an OWN WORDS question. Double underline use of key words or their derivatives, but otherwise ignore. Do not insist on correct grammatical form. Do not insist on synonym for 'exert'. Under B, insist on conditional idea of 'potential' as well as 'purchasing' idea of customer. Do not award half marks. Label answers A and B.

A. PRESSURE force / make/ compel / push (into) / persuade / influence [1]

urge / ask / request / command / dictate / inspire = 0

B. PROSPECTIVE CUSTOMER someone who might / is likely to / would / could / possibly / potentially buy / purchase // inclined to buy / would be-buyers [1]

probable / intending / expecting to buy = 0

**Question 5 from paragraph 5**

'Irresistible'

If someone uses the perfume [1]

he / she is // they are sure / guaranteed to attract members of the opposite sex / men / women // men / women / people / members of the opposite sex will be attracted to him / her / them. [1]

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**Question 6 from paragraph 6**

(a) 'advertiser's armoury'

(he is) ruthless / aggressive / relentless (in his pursuit of a sale).

Accept other metaphorical answers in response to the image, e.g. he fights / wins battles (for sales) / conquers / overcomes customers. [1]

(b) 'humorous advertisements'

A. because we are drawn to / are attracted by / like humorous / funny / amusing people [1]

B. we will be drawn towards / attracted by / like / want to buy products presented / advertised in a humorous / funny / amusing way [1]

Lift of lines 29–31 ('If it is true that...in an amusing fashion?') = 0. Some distilling is required.

**Question 7 from paragraph 7**

(a) 'mock scientific'

The candidate must demonstrate understanding of both aspects i.e. 'mock' and 'scientific'

A. (Advertisers say their approach is) logical / demonstrable / can be proved / has been tested / trialed // the product has been made / tested in a laboratory // researched [1]

B. They are only pretending / this is not actually true // their research is fake / a joke / made-up / didn't happen [1]

riddle / incomprehensible /stupid / easy / superficial = 0

(b) 'seemingly irrefutable'

The candidate must demonstrate understanding of both aspects i.e. 'seemingly' and 'irrefutable'

A. apparently / superficially // looks like / as if // appears to be // at first glance / on the surface [1]

B. incapable of being / cannot be disproved / contradicted / contested / wrong // must be right / correct // proof / absolutely / completely true [1]

great / much / important / convincing / plausible //difficult to reject = 0

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**Question 8 from paragraph 13**

**(a) 'subliminal advertising'**

This is an OWN WORDS question. Double underline use of key words or their derivatives, but otherwise ignore. Do not insist on correct grammatical form.

A. UNCONSCIOUSLY      without knowing / realising / being aware / sensible / thinking (it is happening) [1]

unfeeling / unseen = 0

B. PERSUADED      encouraged / coaxed / pushed / advised / pressurised / driven / spurred (on) / egged (on) / cajoled / pressed [1]

forced / asked / begged / tempted / warned = 0

**(b) 'understandably'**

he / she believes / thinks it is dangerous / a bad thing /undesirable / damaging // he /she agrees with it being illegal / against the law / banned // that it is a bad thing // he is against it / doesn't like it [1]

Focus is writer and not advertising. Weaker answers such as 'subliminal advertising / it (sic) is dangerous' / bad thing = 0 (N) // he knows / is sure / recognises it is a bad thing = 0 (N).

**Question 9**

1. Mark only the first FIVE words attempted.
2. If more than FIVE are offered, cross out the excess and write RUBRIC.
3. For each word attempted, mark the first answer only when more than one answer is offered. A comma or the word 'or' indicates a second attempt.
4. For two answers joined by 'and', allow one correct answer if the other answer is not wholly wrong but neutral, e.g. 'approaching and possible' for 'imminent'.
5. For a short phrase answer, mark the first seven words only (RUBRIC). Credit a correct element within this limit.
6. Ignore mis-spelling if the word is phonetically recognisable.
7. Ignore errors of tense and grammatical form, but only if the meaning is clearly understood.
8. If answers are numbered and the question-word has been given as well, credit a correct answer even if the numbering does not agree.

(See words and equivalents overleaf.)

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**1 mark**

[Regard as 0[N] unless indicated otherwise]

1. impending (line 6 )	coming up / approaching / looming // about to happen / appear / be / soon / imminent / prospective / forthcoming / upcoming / in the pipeline / on the horizon	threatening / probable / possible / near / current / ahead / future
2. assure (line 8)	guarantee /convince/ make (us) certain / validate / promise/ affirm / attest / certify / confirm / pledge	recommend / persuade / ask / insure / ensure / comfort / swear / vow
3. paraded (line 16)	displayed / showed (off / flaunted / demonstrated / presented /exhibited / brandished	advertised / marched / walked with / held / saw / processed / swaggered / strutted
4. necessarily (line 24)	certainly / positively / definitely / inevitably / unavoidable / assuredly (sic) // without doubt / as a requirement // a must / as a matter of course / perform / needed / essentially	needed / especially / fully / really
5. continually (line 26)	repeatedly / time after time / time and again persistently / insistent/ again and again / over and over	continuously / without stopping /always / incessantly / constantly / infinitely / all the time / endlessly / eternally / for ever
6. complaints (line 34)	illnesses / ailments / sicknesses / diseases / bugs/ germs / bacteria / pains / upsets / maladies / afflictions / disorders	moans / injuries / dissatisfactions / problems / disagreements / arguments / discomforts/ worries/ faults
7. cunning (line 39)	crafty / wily / foxy /sly / artful / sneaky / subtle / resourceful / tricky / astute / shrewd / smart / shifty/ guileful/ canny	cheating / intelligent / mischievous / bad / clever / perceptive/ ingenious / skilful
8. appetite (line 61)	desire / wish / craving / want / passion / yearning / longing / eagerness / hunger / relish/ lust/ <u>strong</u> interest	taste / greed / need / demand / liking // tendency / urge / interest

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### Question 10

**MARK TO A MAXIMUM OF 15 OUT OF 18 FOR POINTS. AWARD A MAXIMUM OF 10 MARKS FOR STYLE (See subsequent pages for the Style marking method.)**

#### NOTES:

1 Points to be rewarded and their marks are indicated on the next page.

#### 2 Introductory Words

No penalty for omission; no penalty for any errors made in them or for incompleteness, but take into account any punctuation or grammatical error immediately following them when assessing Style.

#### 3 Length

Draw a double line where the introductory words end, or should end.

Count to **150** the number of words used by the candidate after the double line and write down this number at the bottom left of the candidate's answer.

DO NOT use the candidate's word-total without checking it.

STOP at 150 and cross out excess words.

(N.B. This maximum takes into account the ten introductory words to tally with Rubric of question, i.e. 160 words.)

#### 4 Marking Technique

- (i) Indicate by numbered tick the point rewarded, e.g. ✓3
- (ii) Assign the mark-scheme number to points rewarded on all scripts.
- (iii) Assess qualities of Style separately. Add the Style Mark to the Content Mark and show as a ringed total in the right-hand margin.

5 For answers shorter than the 150 words, award the Style mark in the normal way, but apply the following maxima:

0–25 (0); 26–50 (2); 51–75 (4); 76–100 (6); 101–125 (8) [e.g. for sustained own words with error-free original complex structures, award 9 or 10 for Style for answer of 126 words, but only 8 for answer of 125 words. There is no need to do proportional calculation].

If the candidate uses note-form throughout the answer, give 0 for the Style mark but allow the points where they are clearly made.

#### 6 Sequence errors

In general, only withhold the mark for a point if it is wildly out of sequence or totally unsupported. Do not penalise the point that then follows.

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EACH POINTS SCORES 1 MARK

- 1 Establish a link between product and celebrity/ with a celebrity//accept example of ad promoting beauty products or athlete promoting sportswear.
- 2 Establish the celebrity as an expert (example of motor racing driver (alone) = 0).
- 3 Take advantage of fact that people admire / wish to emulate celebrities// that celebrities are role models.
- 4 Target young people.
- 5 Link clothes / fashion to celebrity.
- 5A Encourage idea that garment is 'cool' by linking it to celebrity / product becomes fashionable.
- 6 Use appearances / comments by celebrities (to trigger an image of the product).
- 7 Put manufacturer's name on items worn used by celebrity (accept t-shirt / cricket bat / racquet for "items").
- 8 Set up appearances of celebrity (to remind people about their clothes / bags / products used).
- 9 Use celebrity's children through clothes worn (to advertise).
- 10 Celebrity might fall from favour / lose fame / lose place in team / produce unsuccessful music album(s).
- 11 Product is linked / associated with failure.
- 12 Sales go down (effect on sales predictable = 0).
- 13 Celebrity involved in social / moral disaster / rudeness to bystander / broken relationship/scandal.
- 14 Celebrity's sponsorship might work against / might not work for product.
- 15 Celebrity often demands high fees (for being linked to product).
- 16 Celebrities are (often) volatile / unpredictable / unreliable.
- 17 Celebrities are (often) difficult to work with / incapable of amicable business relationships.
- 18 Celebrities are (often / sometimes) more interested in their own image (than in promoting the product) (is there not ...for sale? = 0).

(Accept singular or plural at any point for celebrity / celebrities).

[25 marks (15 + 10)]



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### SUMMARY QUESTION: STYLE ASSESSMENT

The mark for Style incorporates TWO categories of writing, namely OWN WORDS and USE OF ENGLISH. The table which follows on the next page provides descriptors of the mark levels assigned to these TWO categories.

In assessing the overall mark for Style, first of all assign the script to a mark level under the category of OWN WORDS. Then arrive at the mark level for USE OF ENGLISH. Before deciding the mark for this level, take the accuracy of the writing into account, in particular the absence or frequency of serious and minor errors. Underline only serious errors.

**Add the marks for OWN WORDS and USE OF ENGLISH together and divide by two. Raise any half marks to the nearest whole number. Add this mark to the Content mark and show as a total in the right-hand margin.**

THE NOTES BELOW SET OUT TYPES OF SERIOUS AND MINOR ERRORS

#### SERIOUS ERRORS

- Wrong verb forms.
- Serious tense errors.
- Serious errors of sentence structure, especially in setting up subordination.
- Omission or obvious misuse of prepositions.
- Wholesale misunderstanding over the meanings of words used.
- Serious errors of agreement.
- Ingrained weakness of punctuation, i.e. the habitual comma replacing the necessary full stop.
- Breakdown of sense.

#### MINOR ERRORS

- Misspellings of a minor nature. Count as a serious error when the form of the word is severely mangled.
- Obvious slips of repetition or omission.
- Minor errors of punctuation, i.e. the failure to complete pairs of commas in parenthetical phrases / clauses, omissions of stops after introductory words like 'however'.

**Indicate how you arrived at your mark for OW and UE, either by a short comment at the end of the script or by use of left hand margin.**

**SUMMARY STYLE DESCRIPTORS**

Mark	OWN WORDS	Mark	USE OF ENGLISH
10–9	<ul style="list-style-type: none"> <li>• Candidates make a <b>sustained</b> attempt to re-phrase the text language.</li> <li>• Allow phrases from the text which are difficult to substitute.</li> </ul>	10–9	<ul style="list-style-type: none"> <li>• Apart from very occasional slips, the language is accurate.</li> <li>• Any occasional errors are either slips or minor errors. Sentence structure is varied and there is a <b>marked ability to use original complex syntax</b> outside text structures.</li> <li>• Punctuation is <b>accurate and helpful</b> to the reader.</li> <li>• Spelling is <b>secure</b> across the full range of vocabulary used.</li> </ul>
8–7	<ul style="list-style-type: none"> <li>• There is a <b>noticeable</b> attempt to re-phrase the text.</li> <li>• The summary is free from stretches of concentrated lifting.</li> </ul>	8–7	<ul style="list-style-type: none"> <li>• The language is <b>almost always accurate</b>. Serious errors will be so isolated as to be almost unnoticeable.</li> <li>• Sentences show some variation, <b>including original complex syntax</b>.</li> <li>• Punctuation is <b>accurate</b> and generally helpful.</li> <li>• Spelling is <b>nearly always secure</b>.</li> </ul>
6–5	<ul style="list-style-type: none"> <li>• There are <b>recognisable but limited</b> attempts to re-phrase the text detail. Attempt may be limited by <b>irrelevance</b> or by oblique or mangled relevance.</li> <li>• Groups of text expression are interlaced with own words.</li> <li>• The expression may not always be secure, but the attempt to substitute the text will gain credit.</li> </ul>	6–5	<ul style="list-style-type: none"> <li>• The language is <b>largely accurate</b>.</li> <li>• Simple structures tend to dominate and <b>serious errors are not frequent</b>, although they are noticeable.</li> <li>• Where sentences show some variety and complexity, they will generally be lifted from the text.</li> <li>• Serious errors may occur when more sophisticated structures are attempted.</li> <li>• Punctuation is <b>generally accurate</b>.</li> <li>• Spelling is <b>mostly accurate</b>.</li> </ul>
4–3	<ul style="list-style-type: none"> <li>• <b>Wholesale copying</b> of large areas of the text, but not a complete transcript.</li> <li>• Attempts to substitute own language will be limited to single word expression.</li> <li>• Irrelevant sections of the text will be more frequent at this level and below.</li> </ul>	4–3	<ul style="list-style-type: none"> <li>• Meaning is not in doubt but <b>serious errors are becoming more frequent</b>.</li> <li>• Some simple structures will be accurate, although this accuracy is not sustained for long.</li> <li>• Simple punctuation will usually be correct, with occasional errors of sentence separation.</li> <li>• Spelling is largely accurate.</li> </ul>
2–0	<ul style="list-style-type: none"> <li>• Pretty well a <b>complete transcript</b> of the text expression.</li> <li>• Originality is barely noticeable.</li> <li>• There will also be random transcription of irrelevant sections of the text.</li> </ul>	2–0	<ul style="list-style-type: none"> <li>• <b>Heavy frequency of serious errors</b>, impeding the reading in many places.</li> <li>• Fractured syntax is much more pronounced at this level.</li> <li>• Errors of sentence separation are liable to be frequent.</li> </ul>

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**G.A.R / H.T.**

**Note 1:** Scripts placed in last two boxes for OW cannot receive a UE mark from the top two boxes as originality does not apply. But accurate copying must score middle box for UE as this is the 'best fit' box.

**Note 2:** Relevance and irrelevance.

- (i) **wholesale or sustained irrelevance:** ignore OW assessment and mark out of 4 max for Style. Use incidence of errors to assess mark out of 4. Such scripts are rare.
- (ii) **recognisable OW limited by some irrelevance:** 5/6 for OW. Mark UE as normal.
- (iii) **oblique or generalised relevance:** 5/6 box for OW. Mark UE as normal.
- (iv) **mangled or nonsensical relevance:** 3/4 or 1/2 box for OW. Mark UE as normal.